



# **Accreditation Report**

## **Morgan County Schools**

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# Executive Summary

## **Introduction**

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning. <br><br> The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

## Description of the School System

**Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?**

Morgan County, named for Revolutionary War General Daniel Morgan, was formed from sections of Baldwin County in 1807. The City of Madison has been the county seat since 1809. Morgan County is also home to the Cities of Rutledge, Bostwick, and Buckhead. Apalachee and Godfrey complete Morgan County's communities. One of the advantages of the county is the close proximity to Atlanta and to Athens. Morgan County also includes part of Lake Oconee, a 19,000 acre reservoir providing a variety of recreational activities and numerous home sites. Since being placed on the National Register in 1974, tourism has become a major "industry" for the county, while agriculture (hay, cotton, cattle) continues to be a strong contributor to the local economy. Madison has been named as the "Best Small Town in America" by Travel and Leisure Magazine!

According to the U.S. Census Bureau, the 2010 population of Morgan County was 17, 868 people representing 6,660 households. There were 2,359 households with individuals under the age of 18 years and 1,974 households with individuals aged 65 and older. The median age for Morgan Countians is 41.3 years old. The population has increased by 6.67% since the 2000 Census. The county's racial make-up consists of 72.7% White, 23.6% African American, 0.3% American Indian and Alaska Native, 0.6% Asian, 0.0% Native Hawaiian and Other Pacific Islander, and 1.3% Two or More Races. The median household income is \$44, 908, compared to Georgia's median household income at \$49,604, with 59.9% of the population 16 years and over in the labor force. Individuals below the poverty level were found to be at 15.1%. The percent of high school graduates or higher in the county was found to be 80.0%, while the state of Georgia's educational attainment was only slightly higher at 84.4%.

The Morgan County Charter School System is comprised of four schools: Morgan County Primary School (MCPS), Morgan County Elementary School (MCES), Morgan County Middle School (MCMS), Morgan County High School (MCHS) and an Alternative Education Program that serves students in grades 6-12. Total enrollment (February, 2014) is 3296 students: 1% Asian, 2% Two or More Races, 5% Hispanic, 28% African American, and 64% White. Enrollment numbers have remained consistent over the last several years. There is one private school in the county serving 9 Morgan County students and 99 students are home-schooled. 50% of our students have been identified as eligible for free and reduced lunch. All of our schools are eligible for Title I Targeted Assistance.

There are several special programs in our schools that contribute to student achievement. Each school offers art, music, physical education, and foreign language instruction. A registered nurse is located at each school. Our special education program is currently serving 308 students aged 3-22 years old, while our Gifted Program boasts 242 (7% of our school population) students. MCPS and MCES offer Early Intervening Programs (EIP) to students who are below grade level in reading and math, while MCMS and MCHS offer extra support to "at risk" students through the state-funded Remedial Education Program (REP). A.M. and P.M. tutoring programs also allow time for school staff to work with students who need supplemental instruction and an Extended School Year program for identified special education students is operated in the summer. Forty-nine of our English Learners are eligible to participate in ESOL programs. There are 4 state lottery-funded Pre-Kindergarten classes located at MCPS. CrossRoads Alternative Education School offers an alternate instructional setting for disciplined students so that they can continue with their education while serving out suspensions or expulsions. The International Baccalaureate Program and 13 Advanced Placement classes, 13 Career Pathways, and the Freshman Academy all function to ready our students for college and careers.

There are currently 259 teachers employed by the Morgan County Charter School System (229 White, 27 Black, and 3 Other) and 17.5 administrators (14.5 White and 3 Black/Hispanic). 100% have the potential to be deemed "Highly Qualified" according to state requirements. Our teacher retention rate is at 96%, with the average years of experience at 12.7. The percent of teachers with graduate level degrees stands at 67.2%. We continue to work on insuring that the ethnicity of our teaching staff reflects the demographics of our student population.

We are proud that 77% of the FY14 budget was spent on direct instruction with less than 2% of the budget spent on system administration. Budget up-dates presented by the superintendent at all of our schools, and recommendations from local "Town Hall" Meetings, Teachers' Advisory Council, and School Governing Councils guided the Board of Education as they developed the FY14 budget.

One of the biggest changes and challenge our school system has faced has resulted from the economy. A large decrease in the tax digest, along with reductions from the Georgia General Assembly, has caused the system to furlough teachers for ten days (resulting in a savings of approximately one million dollars) while cutting student days from the traditional 180 to 175. We continue to look toward outside sources to help fund innovative practices to improve student achievement. School and system-level teams work hard to win competitive educational grants - making the finalist list for the prestigious Race to the Top district federal grant and securing the Striving Readers grant (over \$1.4 million) for MCPS and MCES.

The Morgan County Schools obtained Charter School System status in 2011 and is a member of the Charter System Foundation. Achieving Charter System status has allowed the school system to make significant gains in student achievement, to leverage system funds to continue to work on our mission to personalize student learning through the use of technology, and to maximize school level governance. Three of our School Governing Councils had the unique opportunity to play a major role in the selection of school principals in the past three years and all of our School Governing Councils worked on the FY 14 budget for the schools they represent. This change in governing is working well for our system as school staff, parents, and community/business leaders take on major roles in governing their schools.

The Morgan County Charter School System functions well with the community. We participate with the Chamber of Commerce in a strong Partners in Education program with over 270 business partners. Each school has a functioning Mentoring Program, as well, that matches community volunteers with students in need of adult contact and friendship. Our recently-revised Strategic Plan was developed from input provided by over 400 local stakeholders. The four year-old Morgan County Foundation for Excellence in Public Education is actively raising funds from the community to further enhance student achievement across the system.

## System's Purpose

**Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.**

The current purpose of the Morgan County School System was formally established by our first Strategic Planning Team over twenty years ago, as representatives from the schools and community worked to craft the system's mission, values, and beliefs. Annual reviews and refinements were held during up-dates to this plan by stakeholder groups over the years. It is interesting to note that during the entire tenure of this first Strategic Plan, thoroughly reviewed and up-dated in 2001, the mission, values, vision, and beliefs never changed. In September, 2004 the next cycle of strategic planning began. It was noted then that with the system's purpose, mission, values, vision and beliefs unchanged, two successful cycles of implementation had yielded improvement in all of the five strategic areas:

1. personalized instruction
2. effective staff
3. parent and community involvement
4. quality resources, and
5. a safe and caring environment

The September, 2004 Strategic Plan embraced the new accountability requirements of the federal No Child Left Behind and the Individuals with Disabilities Education Act. Though Morgan County Schools had operated under a locally developed accountability system since 2000, continuing to make decisions guided by the purpose and mission of past Strategic Plans, the new state and federal mandates raised the stakes for everyone. The 2004 Strategic Plan remained loyal to the purpose of the original plan, however, some of the colorful, slightly biased language used in the original purpose/mission statement was re-worded. As had been done with previous plans, the purpose/mission, vision, and beliefs continued to be reviewed as the plan was up-dated. All revisions were shared with stakeholders. In 2012, a new school superintendent focused on extensive community input to guide the next Strategic Plan. A comprehensive community engagement component allowed stakeholders to have a strong voice in the process - and over 350 of them participated! Based on recommendations from this group, a diverse planning team was created to analyze and re-define, if necessary, our purpose/mission/beliefs/values. Once again, after thorough vetting, the Purpose/Mission Statement was agreed to be a completely accurate representation of the school system. It is important to note that this group related the future of the school system to our strong past. "We have to balance the need for change in our structure, organization and methodology without wavering in our commitment to the core values of integrity, compassion and encouragement where our students are concerned" (Strategic Plan, 2012). That revelation helps clarify the reason the purpose/mission has virtually remained the same, although scrutinized and evaluated year after year, with each new plan. The mission of Morgan County School System is to ensure that all students will be successful in their learning and personal development through a system characterized by a challenging, personalized educational program encompassing advanced technology; extensive community and parental involvement; quality resources; an exemplary staff; and a safe and caring environment.

Our Vision was completely up-dated by the 2012 Team, but it continues to reflect the Purpose/Mission originally created in 1993. Our vision was developed to match the purpose/mission in a style that is easily understandable by all of our stakeholders and speaks of highly effective classroom teachers and leaders focused on learning; safe, clean and inviting schools; and balanced growth in our students in their academic, athletic, and artistic endeavors.

Our Beliefs were revised in 2012, as well. They also reflect our solid, consistent purpose/mission:

- Schools must be safe, positive and inviting places that put children first
- The needs of the whole child (e.g., intellectual, social, emotional, physical) must guide our decision-making

- All students will reach high academic standards through a quality, personalized education delivered by highly skilled educators using best practices supported by research
- Parents, students, teachers, administrators and community members must share responsibility for life-long learning
- The educational community must be responsive to the needs of our local and larger global society
- Positive changes, based on continuous evaluation, are necessary for educational growth

The key words in our Mission statement are "all students." We are often quoted as saying, "All means all." Our staff works diligently to insure that all of our students are successful. We are acutely aware of the performance of our subgroups at all grade levels and have developed a system SMARTgoal to address our Economically Disadvantaged subgroup, specifically, so that they will be on grade level by the end of the school year. The co-teaching model in special education, begun in Morgan County before it was mandated by the state and federal governments, has led to major achievement gains in all content areas for students with disabilities, while initiatives such as the system-wide Mentoring Program and FAN (Family Advocacy Network) Club through the Boys and Girls Club continue to align strong adult relationships with improved achievement for other at risk subgroups.

Leaders in the system have spent over twenty years defining, debating, planning for, and now, finally fulfilling the original intent of the "challenging personalized learning plan" placed in our very first purpose statement which has sustained every review over the years. From individual strategies used in the Response to Intervention Pyramid, individual sessions with our Behavior Specialist/individualized behavior plans, Lunch and Learn, A.M. and P.M. tutorials, Language Literacy Connection classes, and weekly Enrichment periods to our new Measures of Academic Progress (MAP) diagnostic tool that steers students diagnostically into individually prescribed on-line interventions that are used with fidelity, our students are now receiving challenging, personalized daily instruction....so much so that almost no two student schedules look alike. We are embodying our purpose! And it is working.

## Notable Achievements and Areas of Improvement

**Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.**

MCCSS is proud of the achievements and improvements in all areas identified in our Purpose/Mission statement:

The mission of Morgan County School System is to ensure that all students will be successful in their learning and personal development through a system characterized by:

- a challenging, personalized educational program

Our graduation rate has increased to 85.6% for the Class of 2013, over-shadowing the state's graduation rate at 71.5%. While celebrating this increase, MCCSS continues to work on eliminating the variation in graduation rates within our subgroups. Black students had a 70.5% graduation rate, SWDs 55.0%, and ED students a 76.2% graduation rate. While proud of this increase for all students, MCCSS is cognizant of the number of students that move on to post-secondary options requiring remediation: 49% of students admitted to Georgia colleges required remediation, as did 37% admitted to technical colleges.

Our system reached AYP status 2004-2008, however, subgroup performance at MCHS for Black and ED students 3 years in a row caused system leaders to closely examine programs, curriculum, and schedules for these groups. Positive outcomes are beginning to be seen based on system initiatives (Measures of Academic Progress, Lexia software, peer tutoring, enrichment classes, remediation, and review activities for standardized tests); however, these groups have not caught up with their cohorts, yet. The newly developed College and Career Readiness Performance Index has taken the place of AYP, and MCCSS continues to analyze data to make informed decisions to improve student achievement.

MCHS offers 13 AP classes and an International Baccalaureate Program. It has been recognized as one of the "Most Challenging Schools in the United States" for 2013 by The Washington Post based on the percentage of students attempting AP exams. Recently, 50 students receiving varying AP Scholar designations. 82.8% of IB exams scored at a 4 or higher (surpassing the international rate of 78.3%). Students are allowed to self-select AP and IB classes. A continued challenge for the system is to insure that the rigor offered in these classes is such that more students will pass both AP and IB exams at a higher rate.

MCPS and MCES are in Year 3 of a \$1.4 million competitive Striving Readers Comprehensive Literacy Grant. Improvements are already being documented based on Common Core alignment for literacy initiatives funded by the grant.

MCPS is recognized as a Title I Distinguished School for the 12th year in a row and MCES for the 10th consecutive year. MCES was also named as a 2013-2014 Title I Reward School. MCCSS realizes the importance of early intervention and continues to work persistently with our ED students in order to close the achievement gap early.

- encompassing advanced technology

In order to promote differentiated instruction, MCCSS has chosen to place computer resources in each classroom rather than solely in computer labs. Classrooms have a minimum of 5 computers with high speed Internet access and a printer. The student to computer ratio is one of the best in Georgia's schools. Every classroom also has an interactive white board and short throw projector. All computers have access to curriculum software. Additionally, MCES, MCMS, and MCHS each have 120 netbooks per grade.

- extensive community and parental involvement

One of the most significant achievements the MCCSS has attained in the last three years is the election, training, and participation of School Governing Councils and the System Charter Leadership Team. The Governing Councils are a cohesive force within the school, working in cooperation with the principal and all stakeholders for school improvement. In the last 3 years, this decision-making group has made recommendations for 3 principal positions and is now learning about school budgeting in order to make school financial recommendations to the principal. Our challenge continues to be empowering and continuously training this group to allow them to further benefit the decision-making process.

The MCCSS recently received a grant from the Georgia Power Foundation to develop and host a summer parenting program ("Parents Make the Best Teachers") in conjunction with the Boys and Girls Club. A similar program, the FAN (Family Advocacy Network) Club, was begun last summer using Title 1 funding to increase family involvement. Our goal is to enable parents to feel comfortable in our schools and with school personnel, while learning strategies to help their children with academics, language development, and behavior.

- quality resources

Morgan County voters have supported MCCSS by agreeing to an Education Special Purpose Local Option Sales Tax (ELOST) every year since 1985. ELOST is a local one-cent sales tax that lasts a maximum of five years or until the established cap is reached that is used to help fund school improvements. The MCCSS has prioritized ELOST Projects over the life of this cycle and have completed technology, capital outlay, and repair/renovation projects.

- an exemplary staff

The MCCSS has the potential to have 100% highly qualified teachers this school year (awaiting word on two alternative school teachers).

This summer, MCCSS was awarded a \$25,000 grant from the Georgia Leadership Institute for School Improvement to be used to (1) train school leaders to successfully lead teacher teams to increase the literacy levels of grades K-12, (2) to increase the rigor K-12 so that students leave the system prepared to be successful in the demands of college and careers, and (3) to develop world-class leaders who have the skills to increase student achievement and organizational effectiveness. Effects of this grant are already being felt through the establishment and regularly scheduled meetings of High Performance Professional Learning Communities.

While all of our teachers and staff participate in on-going Professional Learning (581 Morgan County Charter School System staff took part in Professional Learning last year), many of our employees have presented at state and national conferences throughout the United States. National recognition of our programs and teachers has also led to grant opportunities, partnerships, and site visits, while allowing the system to showcase innovative practices.

- a safe and caring environment

Over the last three years, MCCSS developed its own Climate Survey and administered it to our stakeholders, as well as Climate Surveys conducted through the teacher/leader evaluation instrument. Results revealed over 91% teachers and 88% students feel their school is safe. The Georgia Emergency Management Agency (GEMA) has inspected every school for safety and emergency procedures and is working with all schools this year to help us implement their plans.

## Additional Information

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

The MCCSS is proud of several thoroughly planned initiatives engaged in at the local level that are meeting our goal to improve student achievement.

In a system-wide effort to raise academic achievement and test scores, while reducing social stigma for our Students with Disabilities, over 90% of these students are educated in their general education classroom over 80% of the school day. The special education program received a 100% Meets All Requirements as determined by the Georgia Department of Education this year. The system was in compliance for all areas assessed for students with disabilities, including gains in Reading, English/Language Arts and Math.

Both instructional and administrative technology continues to be strong focal points for the system. MCCSS is encouraging a Bring your Own Technology initiative at all schools. Desktop virtualization technology is currently employed to allow full access to MCCSS resources from personal devices as well as from home. MCCSS utilizes email, website, phone, online survey technologies, messaging system, and limited social networking tools in an attempt to provide effective communication with all stakeholders. Infinite Campus Parent Portal is an online tool for school staff to use to communicate information relating to grades, assignments, etc. to parents. Parents, teachers and students can communicate via email and an automated phone calling system is used, as well. Central registration was established a few years ago and is streamlining this process so that accurate student information is obtained and shared with each school. Challenges in the fast-growing area of technology continue to be funding, professional learning, student use of newer tools, expanded use of the system web presence for communication and feedback, and retrieval of data. Our technology department continues to not only participate in Professional Learning to keep up with the newest innovations in hardware and software, but also to teach others. They have presented at conferences (Georgia Educational Technology Conference (Atlanta, GA), Florida Educational Technology Conference(Orlando, FL), Consortium of Schools Networking (Washington, DC), Cisco Live (San Diego, CA)

Georgia Managers of Educational Information Systems(Savannah, GA) all over the country to share their knowledge with other school systems.

Communication with parents continues to be important. While technology has allowed the system to reach over half of our parents through the Internet, Parent Portal, and automatic telephone calls, we continue to need to share information in a timely manner with all of our parents. Last year we identified MCCSS staff who attended more than 78 churches in Morgan County. These employees bring information from the system to their own churches to distribute to its members. We have discovered that many more of our parents are receiving information from this system. We also meet regularly with both newspapers to go over the next week's events for media coverage and have placed information in the county library for parents and the community, as well.

Because of the emphasis on continuous improvement and the importance of literacy, every teacher in the system has received training on Lexiles, can interpret Lexiles scores/bands to parents, and understand Lexile levels in texts. Administrators are using data from three-times a year MAP (Measures of Academic Progress) testing to make decisions about intervention strategies, Gifted referrals, and subgroup needs. Recognizing the importance of literacy across the curriculum, every teacher at MCMS is certified to teach Reading (which is not often the case at the middle school level across the state) and Reading, as a content area is taught during an added Literacy period every morning.

One of the requirements of a Charter School System is to encourage innovative practice to improve student achievement. Last year, MCCSS invited staff at all schools to develop "mini-grants" - ideas they would like to bring to fruition, then evaluate, to determine the effects on student success in the following areas: International Baccalaureate Program Pilot Unit Development and Field Test, STM Certification and Implementation, Innovative Use of Technology, or other Innovative Practice. Several thousands of dollars was awarded to teacher grant-writers from each of our schools. The groups will reconvene this year to explain the outcomes.

Our community revolves around the schools. Our Chamber of Commerce recognizes that a strong school system leads to a strong economy and supports the system in many ways (Partners in Education, economic development opportunities related to our College and Career Pathways Program, the Mentoring Program, job shadowing, etc.) Town Hall meetings are held in each Board of Education members' district allowing the community to meet, and question the superintendent, senior leadership staff, and the elected board member. The Morgan County Foundation for Excellence in Public Education was founded by local community leaders who have taken over an endowment, with monies collected every year to go to specific programs in the schools. Active Booster Clubs raise money for and awareness of athletic and academic endeavors, while PTOs are present at MCPS, MCES, and MCMS to support individual school programs with fund-raising and volunteers.

# Self Assessment

## **Introduction**

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

## Purpose and Direction

The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	The system's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> <li>•District purpose statements - past and present</li> <li>•Survey results</li> <li>•Documentation or description of the process for creating the district's purpose including the role of stakeholders</li> <li>•Written District Quality Assurance Review procedures and documents that monitor its schools' adherence to the district purpose and direction</li> <li>•Examples of communications to stakeholders about the district's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Minutes from meetings related to development of the district's purpose and direction</li> <li>•Copy of strategic plan referencing the district purpose and direction and its effectiveness</li> <li>•Communication plan to stakeholders regarding the district's purpose</li> </ul>	Level 3

# Accreditation Report

Morgan County Schools

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	System policies and procedures outline the expectations for schools regarding a systematic, inclusive, and comprehensive process for review, revision, and communication of a purpose for student success. System personnel monitor and maintain data about each school and provide feedback for the improvement of the implementation of the process to school personnel.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Agendas and/or minutes that reference a commitment to the components of the schools' purpose statements</li> <li>•Written District Quality Assurance Review procedures and documents that monitor schools' adherence to the district purpose and direction and that of the school</li> <li>•Examples of school purpose statements if different from the district purpose statement</li> <li>•Examples of written stakeholder communications or marketing materials that portray the school purpose and direction</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. System leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> <li>•Communication plan and artifacts that show two-way communication to staff and stakeholders about educational programs and equitable learning experiences</li> <li>•District Quality Assurance Review plans that document two-way communication on district and school effectiveness and learning, thinking, and life skills</li> <li>•Examples of schools' continuous improvement plans</li> <li>•Survey results</li> <li>•Statements or documents about ethical and professional practices</li> <li>•Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs</li> <li>•Statements of shared values and beliefs about teaching and learning</li> <li>•The district strategic plan</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	Leaders at all levels of the system implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. Personnel maintain a profile with current and comprehensive data on student, school, and system performance. The profile contains analyses of data used to identify goals for the improvement of conditions that support student learning and that are aligned with the system's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Leaders hold all personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and conditions that support student learning is available and communicated to stakeholders.	<ul style="list-style-type: none"> <li>•Examples of schools continuous improvement plans</li> <li>•District Quality Assurance Review plans that document two-way communication on district and school effectiveness and learning, thinking, and life skills</li> <li>•Survey results</li> <li>•Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs</li> <li>•Agenda, minutes from continuous improvement planning meetings</li> <li>•Communication plan and artifacts that show two-way communication to staff and stakeholders</li> <li>•The district data profile</li> <li>•The district strategic plan</li> </ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.**

Areas of Strength:

Maintaining and communicating the purpose of the MCCSS has been a continued focus ever since our mission, or reason for being, was agreed upon and established "in writing" by our early stakeholders as part of the system's first Strategic Plan (1993) - that all students will be successful in their learning. The fact that this mission, or purpose, has sustained and guided the system for over twenty years, while being reviewed on a consistent basis by a large group of stakeholders each time provides evidence that all decisions made at every level are based on direction derived from this stated purpose.

Each school utilizes the School Improvement Planning process to review its purpose and to communicate this purpose with stakeholders. This year, MCCSS received a \$25,000.00 grant from the Georgia Leadership Institute for School Improvement (GLISI) which is being used to train teacher leaders (who will re-deliver to other teachers in their schools) and administrators to operate in a high performance culture collecting and analyzing student and subgroup data, conducting root cause analyses, and selecting appropriate solution based on these identified causes, in order to maintain our system purpose: All children will be successful in their learning. This school year, the MCCSS has added a former principal of seventeen years as the Assistant Superintendent for Teaching and Learning. Her expertise at the school level has been an area of strength for the system. She is coaching our school leaders about the importance of aligning their School Improvement Plans with the System Strategic Plan, Morgan County Technology Plan, and Professional Learning Plan. She organizes "themes" based on common areas in these plans (which are all related to the system purpose) for school presentations to the Board of Education at every monthly Board of Education meeting and arranges frequent system-level Parent Meetings in order to explain/answer questions about new

system initiatives. She oversees the High Performance Professional Learning Communities at all schools, attending every gathering, so that she has the working knowledge from all of our professional communities to share with system leaders and stakeholders and to insure that the system purpose is always in the forefront to drive and share all decisions.

MCCSS continuously shares values and beliefs about teaching and learning by communicating with teachers and staff: Every Friday morning the superintendent meets with the two Assistant Superintendents (Teaching and Learning; Student Support and Community Relations) in a Senior Leadership Team meeting for several hours to insure that the system is continuing to progress in the approved direction. This group also meets regularly with principals through the Principals' Council, when up-dates are given, a pulse-check is taken, and leadership skills are enhanced. The system has hired a consultant to work with this group once a month to fine-tune leadership and communication skills, which has proven to be beneficial to the entire group. Once a quarter, the Administrative Council (Senior Leadership, principals, and central office program managers) meet to share information relative to each department and make decisions regarding specific issues and areas. Elected teachers and staff from each school meet with the superintendent at least quarterly as part of the Superintendent's Teacher Advisory Council where they are free to ask questions, make recommendations, and learn about issues and trends affecting the system. Recent discussion with this group has involved their input in the administrative school system calendar, teacher furlough days, Common Core Standards, and the budget.

**Actions to Sustain Areas of Strength:**

Aligning all the required "plans" at the school and system level will provide focus and direction to each of our schools and staff. In the past, while complying with state and federal mandates for written plans (School Improvement Plan, Strategic Plan, Title I Parent Involvement Plan, Technology Plan, Balanced Scorecard, Safety Plan, Special Education Comprehensive Plan....) actual Action Steps became lost and unclear. Even though the plans reflected school needs and initiatives, they were so isolated in their tight, specific areas that the focus was beginning to be more of a "checklist" that a step had been met rather than actual guidance to our desired outcome/purpose. Pulling all of the plans together, while insuring that all individual requirements have been met, has actually had a "calming" effect on administrators and schools, as they are now beginning to concentrate on a smaller number of focused, cohesive goals instead of a vast list to "get through." Our direction is focused; our path is clear.

**Areas in Need of Improvement:**

The MCCSS System Self-Assessment Team discussed this Standard at length and was in agreement that the on-going Strategic Planning process has provided direction and purpose and involved a diverse group of stakeholders. The weakness noted (and also pointed out on school self-assessments for this Standard) was the need to clearly document the process for review and revision of the system-wide purpose for student success.

**Plans to Improve Areas in Need of Improvement:**

The MCCSS will develop a process to review and, if necessary, revise the system purpose for student success, including a calendar/timeline to insure that the reviews/revisions occur on a scheduled basis. Stakeholder involvement in this review process as well as methods to communicate the results of the review/revision will also be included in the process.

## Governance and Leadership

The system operates under governance and leadership that promote and support student performance and system effectiveness.

Overall Rating: 2.83

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	Policies and practices support the system's purpose and direction and the effective operation of the system and its schools. Policies and practices promote conditions that support student learning, effective instruction, and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management at all levels of the system.	<ul style="list-style-type: none"> <li>•Professional development plans</li> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> <li>•District operations manuals</li> <li>•Communications to stakeholder about policy revisions</li> <li>•School handbooks</li> <li>•E-Board link for all dates, agendas and minutes for Board of Education Meetings <a href="http://www.morgan.k12.ga.us/domain/125">http://www.morgan.k12.ga.us/domain/125</a> E-Board link to all Morgan County Charter School System Board of Education Policies: <a href="https://eboard.eboardsolutions.com/ePolicy/PolicyOverview.aspx?S=4119&amp;Sch=4119">https://eboard.eboardsolutions.com/ePolicy/PolicyOverview.aspx?S=4119&amp;Sch=4119</a> System Website Link: Board of Education <a href="https://eboard.eboardsolutions.com/Index.aspx?S=4119">https://eboard.eboardsolutions.com/Index.aspx?S=4119</a></li> </ul>	Level 3

# Accreditation Report

Morgan County Schools

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations, and functions as a cohesive unit.	<ul style="list-style-type: none"> <li>•Governing authority minutes relating to training</li> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•List of assigned staff for compliance</li> <li>•Proof of legal counsel</li> <li>•Governing authority training plan</li> <li>•Assurances, certifications</li> <li>•Findings of internal and external reviews of compliance with laws, regulations, and policies</li> <li>•Historical compliance data</li> <li>•Governing authority policies on roles and responsibilities, conflict of interest</li> <li>•Governing code of ethics</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of system and school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the system and its schools. The governing body maintains a distinction between its roles and responsibilities and those of system and school leadership.	<ul style="list-style-type: none"> <li>•Communications regarding governing authority actions</li> <li>•District strategic plan</li> <li>•Examples of school improvement plans</li> <li>•Roles and responsibilities of school leadership</li> <li>•Roles and responsibilities of district leadership</li> <li>•Social media</li> <li>•Survey results regarding functions of the governing authority and operations of the district</li> <li>•Stakeholder input and feedback</li> <li>•Maintenance of consistent academic oversight, planning, and resource allocation</li> <li>•Agendas and minutes of meetings</li> <li>•Social Media: Facebook "Friend: Morgan County Charter School System</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	Leaders and staff throughout the system align their decisions and actions toward continuous improvement to achieve the system's purpose. They expect all personnel to maintain high standards and to hold students to high standards in all courses of study. All leaders and staff are collectively accountable for maintaining and improving conditions that support student learning. Leaders throughout the system support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> <li>•Examples of decisions aligned with the district's strategic plan</li> <li>•Professional development offerings and plans</li> <li>•Examples of collaboration and shared leadership</li> <li>•Examples of decisions aligned with the school's purpose statement</li> <li>•Survey results</li> <li>•Examples of decisions in support of the schools' continuous improvement plans</li> <li>•Examples of improvement efforts and innovations in the educational programs</li> <li>•Examples of decisions aligned with the district's purpose and direction</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. System and school leaders' efforts result in some stakeholder participation and engagement in the system and its schools.	<ul style="list-style-type: none"> <li>•Minutes from meetings with stakeholders</li> <li>•Examples of stakeholder input or feedback resulting in district action</li> <li>•Copies of surveys or screen shots from online surveys</li> <li>•Survey responses</li> <li>•Involvement of stakeholders in a school improvement plan</li> <li>•Communication plan</li> <li>•Involvement of stakeholders in district strategic plan</li> <li>•Demographic Chart Example</li> </ul>	Level 2

# Accreditation Report

Morgan County Schools

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice throughout the system and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice throughout the system and improve student learning.	<ul style="list-style-type: none"><li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li><li>•Governing body policy on supervision and evaluation</li><li>•Job specific criteria</li><li>•Supervision and evaluation documents with criteria for improving professional practice throughout the system and student success noted</li><li>•Representative supervision and evaluation reports</li></ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.**

#### Areas of Strength:

MCCSS is led by five elected Board of Education members representing all areas of the County. Members serve for four year terms, with staggered elections held so that some members remain on the board at all times to insure "institutional knowledge" of the system. Members of the board are active in the community and are viewed as community leaders. Each board member takes his/her position seriously and understands the purpose and direction for the system. Members of the BOE are appointed to serve on various system Task Forces throughout the year (recent ones include the ELOST Prioritizing Committee, Strategic Planning Committee, Budget Committee, Calendar Task Force) and take an active role in supporting the purpose and direction of the school system. Each member appears to have developed good, trusting relationships with system staff and share concerns brought to them by their constituents to the superintendent, as dictated. Each BOE member has sponsored at least one Town Hall meeting in his/her district in the last two years and this type of "comfortable, non-threatening communication" has served as a valuable resource for both the community members and the school system. All BOE members participate in GSBA trainings, retreats, and conferences. System leaders are given the independence to implement change that relate to system purpose and direction. It is clear to all board members, as well as to the school staff, and community that the members of the BOE establish policies while it is the responsibility of the superintendent for the daily oversight of the school system.

The public and media are aware of scheduled and called Board of Education meetings through written announcements, a calendar of meetings created, posted, and shared after each January Board of Education meeting, and e-board postings on the system website. Stakeholders are able to peruse the agenda (placed on the system website) of the up-coming Board of Education meeting in advance of the meeting and can ask to be placed on the agenda, according to specific guidelines set by the Board. Each Board of Education meeting follows a set agenda, with time scheduled at each meeting for an "educational" item about each school, program, or system initiative. Special recognition of school staff, awards, or grant recipients is also given at each meeting. Based on information gleaned from new State Board of Education policies, legal decisions, and proposed changes in local procedures, policy recommendations are made to the Board of Education by the superintendent. Once the policy has been explained and recommended to the Board by the superintendent, it lies on the table for thirty days for community input. At each meeting, the superintendent shares the financial report, including reports from other departments (operations, ELOST, transportations, facilities, technology, School Nutrition Program, etc.) and the state of our reserves. He continuously shares budget information from city and county planners, as well as state funding data with the members of the Board of Education.

Documentation provided to Board of Education members, including the monthly Financial Report, Minutes from the previous meeting, student

enrollment, charts/graphs, balanced scorecards, etc. is shared with the public via the system website e-board and is projected on a large screen during the board meetings so that the public can have instant access to the same information the board is acting on in real time. After each Board of Education meeting, the superintendent sends out an e-mail detailing the events and recommendations from the board meeting to all school system employees and answers questions from the media.

### Actions to Sustain Areas of Strength:

Each school in the system operates with a School Governing Council comprised of elected/selected members. Parliamentary procedures are followed and the rules for Open Meetings that are used by the Board of Education are followed, as well. Because of our Charter School System status, the School Governing Board has the responsibility to be involved in school-level decisions regarding budget, personnel, and other recommendations to the principals. Each School Governing Council chair and school principal serves on the System Charter Leadership Council which meets quarterly with the superintendent. Each governing council has received training as to their responsibilities, school budget and finance, and other topics with which they will deal. At this time, decisions about the involvement of School Governing Councils in personnel hiring for the new school year are being discussed with each Council and the system leadership team. The shared decision-making by both the school and system governing teams will allow the system to sustain (and even garner) strength as important and timely input from this group of school staff, parents, community/business leaders, and even students (at the high school level) is received and used as recommendations to the superintendent, and in turn to the Board of Education, to make important school and system level decisions.

### Areas in Need of Improvement:

The System Self-Assessment Team rated Indicator 2.5 with a score of 2 based on their interpretation of the Performance Levels. The team agreed that while leadership does engage stakeholders effectively in support of the system's purpose and direction, often the same stakeholders are involved in several different activities and that more diversity, and parental involvement is needed. While parents actively volunteer to help at the school(s) of their children, they sometimes tend to not volunteer, or even to respond when asked to serve on system-level activities and task forces.

### Plans to Improve Areas in Need of Improvement:

The system has just begun using the members of the School Governing Council to put forth names of people to serve on system Task Forces and committees. They have been asked to take diversity into account when suggesting people, and being a diverse group, themselves, this strategy is working. While the system sets out to match the demographics of a committee to the make-up of the school system, there is still the occasion when people commit to attending, but then do not. We now plan to use the School Governing Council members to do some of the "inviting" of members to various task forces and committees, themselves so that they can explain their own reasons for wanting a particular person to serve on a specific committee, and to stress the importance to local people about the system's need for their participation. The system has also started using the Teachers of the Year from each school to serve on various task forces and have not neglected non-certified staff. Our recent (January, 2013) Calendar Task Force was comprised of members selected by our Board of Education and the School Governing Council and included a broad group of diverse parents, certified and classified school and system staff (even a bus driver!), a Board of Education member, and community/business leaders.

## Teaching and Assessing for Learning

The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

Overall Rating: 2.83

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations across the system. Teachers in all schools individualize some learning activities for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> <li>• Learning expectations for different courses and programs</li> <li>• Course, program, or school schedules</li> <li>• Student work across courses or programs</li> <li>• Course or program descriptions</li> <li>• Survey results</li> <li>• Lesson plans</li> <li>• Graduate follow-up surveys</li> <li>• Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices</li> <li>• Posted learning objectives</li> <li>• Enrollment patterns for various courses and programs</li> <li>• Descriptions of instructional techniques</li> </ul>	Level 3

**Accreditation Report**

Morgan County Schools

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, system and school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with goals for achievement and instruction and statements of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised at the system or school level. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the system's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"><li>•Curriculum guides</li><li>•A description of the systematic review process for curriculum, instruction, and assessment</li><li>•Common assessments</li><li>•Standards-based report cards</li><li>•Surveys results</li><li>•Program descriptions</li><li>•Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices</li><li>•Curriculum writing process</li><li>•Products – scope and sequence, curriculum maps</li><li>•Lesson plans aligned to the curriculum</li></ul>	Level 3

**Accreditation Report**

Morgan County Schools

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers throughout the district plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> <li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li> <li>•Authentic assessments</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Findings from supervisor formal and informal observations</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Surveys results</li> <li>•Examples of professional development offerings and plans tied specifically to the approved or prescribed instructional strategies and programs</li> <li>•Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices</li> <li>•Interdisciplinary projects</li> </ul>	Level 3

**Accreditation Report**

Morgan County Schools

Indicator	Statement or Question	Response	Evidence	Rating
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	System and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"><li>•Curriculum maps</li><li>•Supervision and evaluation procedures</li><li>•Documentation of collection of lesson plans, grade books, or other data record systems</li><li>•Peer or mentoring opportunities and interactions</li><li>•Recognition of teachers with regard to these practices</li><li>•Surveys results</li><li>•Examples of improvements to instructional practices resulting from the evaluation process</li><li>•Administrative classroom observation protocols and logs</li><li>•Professional development offerings and plans tied to the prescribed education program, instructional strategies, developmentally appropriate practices, and student success</li></ul>	Level 3

# Accreditation Report

Morgan County Schools

Indicator	Statement or Question	Response	Evidence	Rating
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	Some system staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels, content areas, and other system divisions. Staff members promote discussion about student learning and the conditions that support student learning. Learning, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among system personnel. System personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> <li>•Common language, protocols and reporting tools</li> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Calendar/schedule of learning community meetings</li> <li>•Survey results</li> <li>•Professional development funding to promote professional learning communities</li> <li>•Peer coaching guidelines and procedures</li> <li>•Evidence of informal conversations that reflect collaboration about student learning</li> <li>•Examples of improvements to content and instructional practice resulting from collaboration</li> <li>•Examples of cross curricular or program projects, interdisciplinary instruction, and classroom action research projects</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the system's instructional process in support of student learning.	All teachers throughout the system use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> <li>•Examples of learning expectations and standards of performance</li> <li>•Survey results</li> <li>•Examples of assessments that prompted modification in instruction</li> <li>•Samples of exemplars used to guide and inform student learning</li> </ul>	Level 3

# Accreditation Report

Morgan County Schools

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	System personnel are engaged in mentoring, coaching, and induction programs that are consistent with the system's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all system personnel and include measures of performance.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Descriptions and schedules of mentoring, coaching, and induction programs with references to district and school beliefs and values about teaching and learning</li> <li>•Records of meetings and informal feedback sessions</li> <li>•Professional learning calendar with activities for instructional support of new staff</li> <li>•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. System and school personnel regularly inform families of their children's learning process.	<ul style="list-style-type: none"> <li>•Performance-based report cards</li> <li>•Examples of learning expectations and standards of performance</li> <li>•Survey results</li> <li>•Volunteer program with variety of options for participation</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> <li>•Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process</li> <li>•Samples of exemplars used to guide and inform student learning</li> </ul>	Level 3

# Accreditation Report

Morgan County Schools

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	Most school personnel participate in a structure designed by the system that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>•Curriculum and activities of structures for adults advocating on behalf of students</li> <li>•Description of formalized structures for adults to advocate on behalf of students</li> <li>•Survey results</li> <li>•List of students matched to adults who advocate on their behalf</li> <li>•Master schedule with time for formalized structure</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers across the system use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented in all schools across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> <li>•Evaluation process for grading and reporting practices</li> <li>•Survey results</li> <li>•Sample communications to stakeholders about grading and reporting</li> <li>•District quality control procedures including the monitoring of grading practices across all schools</li> <li>•Sample report cards for each program or grade level and for all courses and programs</li> <li>•Policies, processes, and procedures on grading and reporting</li> </ul>	Level 3

**Accreditation Report**

Morgan County Schools

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the system's purpose and direction. Professional development is based on assessment of needs of the system. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Evaluation tools for professional learning</li> <li>•Survey results</li> <li>•District quality control procedures showing implementation plan for professional development for district and school staff</li> <li>•District professional development plan involving the district and all schools</li> <li>•Brief explanation of alignment between professional learning and identified needs</li> <li>•Crosswalk between professional learning and district purpose and direction</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	System and school personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). System and school personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none"> <li>•Schedules, lesson plans, or example student learning plans showing the implementation of learning support services</li> <li>•Survey results</li> <li>•List of learning support services and student population served by such services</li> <li>•Training and professional learning related to research on unique characteristics of learning</li> <li>•Data used to identify unique learning needs of students</li> </ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.**

**Areas of Strength:**

As evidenced by the responses, goals, action steps, "non-negotiables," and purpose/mission statement created by our stakeholders throughout the strategic planning process, the Morgan County Charter School System greatly values teaching and learning. The system uses assessment data to set high expectations for all students and is no longer satisfied that the majority of our students are functioning in the "Meets Expectations" range on state standardized tests when they could be "exceeding expectations."

The mission of Morgan County School System is to ensure that all students will be successful in their learning and personal development through a system characterized by a challenging, personalized educational program encompassing advanced technology; extensive

community and parental involvement; quality resources; an exemplary staff; and a safe and caring environment.

The International Baccalaureate Program and Advanced Placement programs at MCHS, as well as content-area programs for Gifted-eligible students two periods a day at all the other schools confirm the importance of rigor and high expectations. Every year, the system examines the course offerings, areas in which teachers are highly qualified, remediation and accelerated programs, and associated resources such as technology and other media to insure that Morgan County students are provided a challenging, personalized educational program.

Our teachers are allotted time to plan collaboratively by academic and grade level. Morgan County High School devotes every Thursday morning from 7:30-9:00 to different areas of planning (the students don't arrive until just before 9:00) while Morgan County Middle School utilizes a 90 minute per day collaborative teacher planning time. Morgan County Primary and Elementary Schools have allocated a portion of their literacy grant money to Professional Learning and work with consultants during the summer, afternoons, and during school hours for collaboration about Common Core expectations, designing curriculum maps, creating common assessments, conducting assessment analysis, and vertical alignment between the schools. Our principals provide the necessary leadership to support collaborative planning by actively participating in collaborative planning groups, listening to recommendations for changes in curriculum, and arranging schedule times for this important communication to occur. School leaders also insure that instruction is rigorous and challenging by informal walkthroughs (a minimum three per teacher this school year as part of the Teacher Keys Effectiveness System -- TKES), and informal/formal observations throughout the school year.

This year, our teacher and leaders are piloting the Teacher/Leader Keys Effectiveness System (TKES and LKES) with plans to fully embrace this evaluation program in the Fall of 2014. Because this system is on-line, teachers and leaders are given immediate, written feedback as soon as a walkthrough or observation takes place.

Survey results reveal that the MCCSS (informs parents...). Parent conferences, automated message center, individual teacher websites, newsletters, e-mails, Facebook, and even a notebook passed back and forth between parents and teachers every day for parents who do not have Internet access have been effective methods of communicating to parents about their student's learning progress.

#### Actions to Sustain Areas of Strength:

MCCSS will continue to provide Professional Learning activities devoted to differentiation strategies, interventions, assessment data analysis, common assessment, and literacy training. The system will fully implement the new TKES/LKES evaluation system with fidelity and use it as a vehicle for improving the quality of instruction, self-growth, and teacher/leader effectiveness. Continued ELOST funding prioritized for technology will allow the system to provide more virtual learning opportunities for students and for teacher/leaders as they work to advance challenging instruction and optimize student learning.

#### Areas in Need of Improvement:

The System Self-Assessment Team rated two indicators in this Standard as a 2. Indicator 3.5 (operating as a collaborative learning organization through structures that support improved instruction and student learning at all levels) was rated low because all system staff still do not participate in collaborative learning communities. Indicator 3.9 (the system designs and evaluates structure in all schools whereby each student is well-known by at least one adult advocate in the student's school who supports that student's educational experience) was discussed at length because even though our support programs such as counseling and mentoring are so strong, it was difficult for the team to reach consensus that each student is well known by at least one adult advocate in the school. It was noted that the "at risk," "chronic disciplinary problems", and "gifted and talented" students may be more 'well-known' than some of the other, less needy, children.

#### Plans to Improve Areas in Need of Improvement:

MCCSS will examine support programs at each school in order to insure that all of our students have an advocate for their educational experience. The system is also already addressing the need for collaborative planning to take place at all schools by extensive Professional Learning through the High Performance Professional Learning Communities and making it a "non-negotiable" for teacher/leader/and school accountability.

## Resources and Support Systems

The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	Policies, processes, and procedures ensure that system and school leaders have access to, hire, place, and retain qualified professional support staff. System and school leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support purposes, educational programs, and continuous improvement throughout the district. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the system, individual schools, and educational programs.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•District budgets or financial plans for the last three years</li> <li>•District quality assurance procedures for monitoring qualified staff across all schools</li> <li>•School budgets or financial plans for last three years</li> <li>•Assessments of staffing needs</li> <li>•Documentation of highly qualified staff</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff for the district and schools</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the system, its schools, educational programs, and system operations. Instructional time is protected in policy and practice. System and school leaders work to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system. System and school leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the purpose and direction of the system and its schools.	<ul style="list-style-type: none"> <li>•Examples of school schedules</li> <li>•District quality assurance procedures showing district oversight of schools pertaining to school resources</li> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•Survey results</li> <li>•Examples of school calendars</li> <li>•Alignment of school budgets with school purpose and direction</li> <li>•Alignment of district budget with district purpose and direction</li> <li>•District strategic plan showing resources support for district</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	System and school leaders have some expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these definitions and expectations with most stakeholders. Selected system and school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	<ul style="list-style-type: none"> <li>•District quality control procedures showing the monitoring of compliance with district expectations for school facilities and learning environments</li> <li>•Example systems for school maintenance requests</li> <li>•Survey results</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Policies, handbooks on district and school facilities and learning environments</li> <li>•Example maintenance schedules for schools</li> <li>•School safety committee responsibilities, meeting schedules, and minutes</li> <li>•Example school records of depreciation of equipment</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	The system has clearly defined policies and procedures for strategic resource management. The system employs a systematic, long-range, strategic planning process in the areas of budget, facilities, and other strategic system components. The strategic planning process is regularly evaluated for effectiveness, and improvement plans related to the process are developed and implemented when necessary. All strategic plans are implemented with fidelity by the governing body, and system leaders and have built-in measures used to monitor and ensure successful implementation and completion.	<ul style="list-style-type: none"> <li>•District strategic plan showing the areas of budget, facilities, quality control, and other strategic systems</li> <li>•District quality control procedures showing the monitoring of compliance with district expectations for school facilities, learning environments</li> <li>•Evaluation results of the effectiveness of the district strategic plan or indicators of changes resulting in the evaluation of the effectiveness of the strategic plan</li> <li>•Survey results</li> <li>•Policies, handbooks on district and school facilities and learning environments</li> </ul>	Level 4

**Accreditation Report**

Morgan County Schools

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to ensure that all students, school, and system personnel have access to the media and information resources necessary to achieve the educational programs of the system and its schools. The system implements and evaluates processes to ensure qualified personnel are recruited, hired, and retained in sufficient numbers to assist students, school and system personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"><li>•Evaluation procedures and results of education resources</li> <li>•Survey results</li> <li>•District education delivery model intended for school implementation including media and information resources to support the education program</li> <li>•Data on media and information resources available to students and staff</li> <li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li></ul>	Level 3

**Accreditation Report**

Morgan County Schools

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	The system provides a modern, fully functional technology infrastructure, modern, updated equipment, and a qualified technical support staff to meet the teaching, learning, and operational needs of all stakeholders throughout the system. System and school personnel collect data concerning needs and use the resulting data to develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.	<ul style="list-style-type: none"> <li>•Brief description of technology or web-based platforms that support the education delivery model</li> <li>•Policies relative to technology use at the district-level and school-level</li> <li>•Survey results</li> <li>•District technology plan and budget to improve technology services and infrastructure for the district-level and school-level</li> <li>•District quality control procedures that monitor the effectiveness of technology services at the district-level and school-level</li> <li>•Assessments to inform development of district and school technology plans</li> <li>•Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness</li> <li>•Examples of school-level technology plans and budgets to improve technology services and infrastructure to students and staff</li> </ul>	Level 3

# Accreditation Report

Morgan County Schools

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	The system has designed and implemented a process to determine the physical, social, and emotional needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> <li>•Student assessment system for identifying student needs</li> <li>•Agreements with school community agencies for student-family support</li> <li>•Survey results</li> <li>•Schedule of family services, e.g., parent classes, survival skills</li> <li>•Rubrics on developmentally appropriate benchmarks; e.g. early childhood education</li> <li>•Examples of improvements made to education program and delivery models based on results of program effectiveness evaluations</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•List of support services available to students</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	The system has designed and implemented a process to determine the counseling, assessment, referral, educational, and career planning needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> <li>•List of services available related to counseling, assessment, referral, educational, and career planning</li> <li>•Survey results</li> <li>•Budget for counseling, assessment, referral, educational and career planning</li> <li>•Description of IEP process</li> <li>•District quality assurance procedures that monitor program effectiveness of student support services</li> <li>•Description of referral process</li> </ul>	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

Areas of Strength:

The Morgan County Charter School System searches for all potential resources from local, state, and federal sources in order to provide

services to all schools so that purpose and direction for the system continues to ensure success for all students, which is one reason Indicator 4.4 was rated high. Local groups and individuals are tapped to supply large ticketed items (such as the recent gift of seven Automated External Defibrillators (AEDs) for our schools), local churches allow large groups to meet and eat in their Fellowship Halls (AP Scholar Dinner, Partners in Education "Are You Smarter than a Fifth Grader?" fund-raiser), community venues help sponsor school and system events ("AFLAT- A Funky Little Art Show" at the Madison-Morgan Cultural Center, Teacher of the Year and Retiring Teachers Reception at the Chamber of Commerce), Masonic Lodge (Read to Ride contest to give away free bikes to the four children at the primary school who have read the most books), facility usage fees, and even an endowment has been created (over \$100,000 at this time!) and now administered by the Morgan County Foundation for Excellence in Public Education with income from the investment going to fund special projects at the schools. The system also looks to grants for additional means to support its purpose and direction (Striving Readers Comprehensive Literacy Planning Grant of \$1.4 million dollars, Georgia Power Foundation Grant, finalist in the highly nation-wide competitive Race to the Top grant). State allotments are based on a funding formula called FTE (Full-Time Equivalent) which is shared with all principals so that maximum state earnings can be earned as programs and student schedules are maximized. Morgan County Elementary School and Morgan County Primary School recently re-vamped their state-funded Early Intervention Programs (EIP) to maximize earnings while serving more students in models designed to increase academic success. School Governing Councils at each school receive on-going training about educational financing/budgeting and are becoming more involved in the budgets for the schools they represent. The recent hiring of an internal auditor and new transportation director has led to savings in many areas that support the entire system (reducing health care costs to the system for non-certified employees and maintaining the system bus fleet by carrying out many preventative maintenance checks before serious, costly damage is done). Many local dollars ( ) are spent on funding non-state allotted, but necessary school staff. The Georgia Department of Audits and Accounts analyzes the school system and audit reports are shared openly with the Board of Education and the public. Frank budget information is given to community members via the media, at Board of Education meetings, local civic club presentations and at Town Hall Meetings. While class sizes have increased with the diminished economy, teachers continue to raise student achievement, as measured by MAP testing three times a year and other data collected from the College and Career Readiness Performance Report (CCRPI).

Even though state and local funding cuts have caused the system to furlough school staff and shorten the student day from 180 days to 175, the counseling program at the schools and the school nurse program (each school has a Registered Nurse employed as part of the school staff) at each school have not been sacrificed. The counselors and school nurses have kept student attendance up so that students are in school, learning and making the most of their instructional day.

The Human Resources Director ensures that hiring processes are followed for all job postings and that qualified personnel are recruited, interviewed, hired, and retained. A year-long New-to-the-System Teacher Induction program orients all of the system's "new" teachers to the resources and services provided by the MCCSS.

MCCSS provides a fully-integrated technology plan with appropriate hardware and software for instruction, school and system administration, assessment data analyses, and student information retrieval. The Technology Plan was up-dated this year with input from a variety of stakeholders. Monies allocated from the ELOST (Education Local Option Sales Tax) help fund technology initiatives.

MCCSS is operating under a five year Facilities Plan. Priorities from ELOST were voted on by the Board of Education at the February meeting and include technology, capital outlay, and renovations and repair of current facilities.

#### Actions to Sustain Strength:

It is anticipated that a slight rise in Morgan County's tax digest and in the state coffers may eliminate the need for the ten furlough days imposed school system staff this year. Morgan County is waiting to hear results from the Striving Readers Comprehensive Literacy Planning Grant written by Morgan County Middle School and Morgan County High School, which is aimed at improving student success in the upper ages. MCCSS continues to operate strong counseling (MCMS's "No Place for Hate," mentoring programs, contracted Behavior Specialist) and special education programs to meet the social/emotional/academic needs of students so that their success can be insured, as well.

#### Areas of Weakness:

The System Self-Assessment Committee recognized Indicator 4.3 as a relative weakness (maintaining facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff). While custodians at each school do a remarkable job keeping the

buildings clean, the committee shared concerns about the infrastructure of some of the older buildings (plumbing, building structure, heating, restrooms). There was also the need for a separate job description for the custodians, and a revised system/school safety plan which would include evaluations for school safety.

Plans to Improve:

Discussions with the superintendent about student safety revealed that he is working with GEMA (Georgia Emergency Management Agency) officials now to up-date the school safety plan for as many emergency contingencies as the school can perceive. The system will need to develop a process so that school and system leaders can think ahead of possible risk scenarios so that emergency actions can be immediate, if/when needed. This process is now in the works.

## Using Results for Continuous Improvement

The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	System and school personnel maintain and use a comprehensive assessment system that produces data from multiple assessment measures. These measures include locally developed and standardized assessments about student learning as well as school and system (including non-instructional divisions) performance. The comprehensive assessment system ensures consistent measurement across classrooms, courses, educational programs and system divisions. Most assessments are proven reliable and bias free. The comprehensive assessment system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Brief description of technology or web-based platforms that support the education delivery model</li> <li>•Documentation or description of evaluation tools/protocols</li> <li>•Survey results</li> <li>•Brief description of student assessment system including range of data produced from standardized and local or school assessments on student learning and school performance</li> <li>•Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness</li> <li>•Evidence that assessments are reliable and bias free</li> </ul>	Level 3

**Accreditation Report**

Morgan County Schools

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are documented and used consistently by professional and support staff throughout the district. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. System and school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Examples of data used to measure the effectiveness of the district systems that support schools and learning</li> <li>•District quality control procedures that monitor schools in effectively using data to improve instruction and student learning</li> <li>•List of data sources related to district effectiveness</li> <li>•Survey results</li> <li>•Written protocols and procedures for data collection and analysis</li> <li>•Examples of changes to the district strategic plan based on data results</li> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Professional learning schedule specific to the use of data</li> <li>•Documentation of attendance and training related to data use</li> <li>•Survey results</li> <li>•Training materials specific to the evaluation, interpretation, and use of data</li> <li>•Policies and written procedures specific to data training</li> </ul>	Level 2

**Accreditation Report**

Morgan County Schools

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate improvement, and system and school personnel systematically use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"><li>•Policies and procedures specific to data use and training</li><li>•Student surveys</li><li>•Agendas, minutes of meetings related to analysis of data</li><li>•Description of process for analyzing data to determine verifiable improvement in student learning</li><li>•Examples of use of results to evaluate continuous improvement action plans</li><li>•Evidence of student readiness for the next level</li><li>•Evidence of student growth</li><li>•Evidence of student success at the next level</li></ul>	Level 3

# Accreditation Report

Morgan County Schools

Indicator	Statement or Question	Response	Evidence	Rating
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	System and school leaders monitor comprehensive information about student learning, system and school effectiveness, and the achievement of system and school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none"> <li>•District quality control procedures for monitoring district effectiveness</li> <li>•Minutes of meetings regarding achievement of student learning goals</li> <li>•Survey results</li> <li>•Communication plan regarding student learning, systems that support learning, and achievement of school improvement goals to stakeholders</li> <li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li> <li>•District quality control procedures for monitoring information about student learning, systems that support learning, and the achievement of school improvement goals</li> <li>•Examples of district marketing tools and websites that cite student achievement results or that make promises regarding student achievement</li> <li>•Executive summaries of student learning reports to stakeholder groups</li> </ul>	Level 4

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.**

**Areas of Strength:**

The Morgan County Charter School System participates in all state-mandated assessments, as well as supplemental evaluations chosen by the Instructional Leadership Council, Senior Leadership Team, and Principals' Council (Measures of Academic Progress (MAP) in Reading, Language Arts, and Math, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for reading fluency Khan Academy, Compass Learning reports for English/Language Arts and Math, Diagnostic Reading Assessment (DRA) ) as well as locally-developed assessments (common, formative, and summative assessments in each content area, primary school writing assessment). Each of these measures provides parents, the student, teachers, administrators, community, state, and nation with many pieces of data that can be accessed and interpreted in a variety of ways. The MCCSS continues to shift through all of the data to find meaningful information that guides instruction and insures student success. Perhaps the most useful data came about as part of the initial AYP process over a decade ago, when subgroup scores were reported. The disparity among subgroups immediately caused the system to analyze all programs and instructional methodology and the gap between subgroups is narrowing. The realization that data can guide instruction for subgroups to narrow the achievement gap has caused the system to delve deeply into data analysis - to train teachers, school, and system leaders into identifying the data that can be

attained from assessments, and in the interpretation of that data to make instructional and programmatic decisions (identifying students for remediation and acceleration programs, designing intervention strategies and progress monitoring, differentiating instruction through flexible grouping, etc.) A large portion of Professional Learning at all schools and the system is dedicated to working with data in meaningful ways and data interpretation is a part of each School Improvement Plan. School and system staffs are also learning to use RIT scores and the Georgia Student Growth Model to support individual student learning and conferencing with parents.

Assessment results are regularly reported to stakeholders through a variety of means. A Parent Night was held before a Board of Education meeting in the fall to explain the various scores obtained through MAP testing and each teacher was trained in communicating MAP data so that it could be shared during Parent-Teacher Conferences in January of this year. Visuals such as graphs showing expected growth helped teachers communicate even more effectively with parents. Teacher and system leaders present assessment data at every Board of Education meeting. These presentations are saved on e-board for the public and media to view and are usually reported in the two local newspapers the next week. Follow-up questions by the media are answered at a regularly scheduled media meeting every Friday. Up-dated scores are posted at the end of the school year on the system web-site. Assessment results are also posted as part of the system's annual Report Card on the Governor's Office of Student Achievement website. School and System Balanced Scorecards are presented to the Board of Education when all assessment scores are available. Schools and systems receive data from state assessments following administration and begin disaggregating the data to meet their school, and student, needs as soon as it is available. Teachers and school system leaders are using the new on-line Georgia Student Longitudinal Data System (SLDS) for historical assessment data about students, grade levels, growth, content areas, and trends. One strong benefit of this program is the ability to view historical data on transfer students to Morgan County from other Georgia schools so that instructional and programmatic decisions can be made for that student upon his/her arrival to the MCCSS. Each student's complete state assessment and MAP results over the years are imported into the Student Information System so that trends can be spotted and other instructional decisions can be made for the child. The concurrence that system and school leaders monitor and communicate comprehensive information about student learning, school performance, and achievement of system and school improvement goals to stakeholders in these ways allowed the System Self-Assessment Team to award Indicator 5.5 with a score of 4.

**Actions to Sustain Areas of Strength:**

The training provided teacher leaders and administrators through the High Performance Professional Learning Communities is allowing school staff to "drill down" and understand data better than ever before. The teachers in these communities are re-delivering assessment data interpretation knowledge to other teachers; thus, creating a performance culture that will sustain over the years.

Providing Professional Learning to all teachers about effectively communicating assessment data to parents has proven to be beneficial to both the teacher, whose confidence in his/her knowledge of the interpretation of assessment data is stronger and to the parents who acknowledge a good understanding of their child's results, along with implications for instruction and expectations of growth.

**Areas in Need of Improvement:**

Not all content areas at all schools have common assessments developed that are in alignment with the Common Core Standards (or for content areas not included in Common Core).

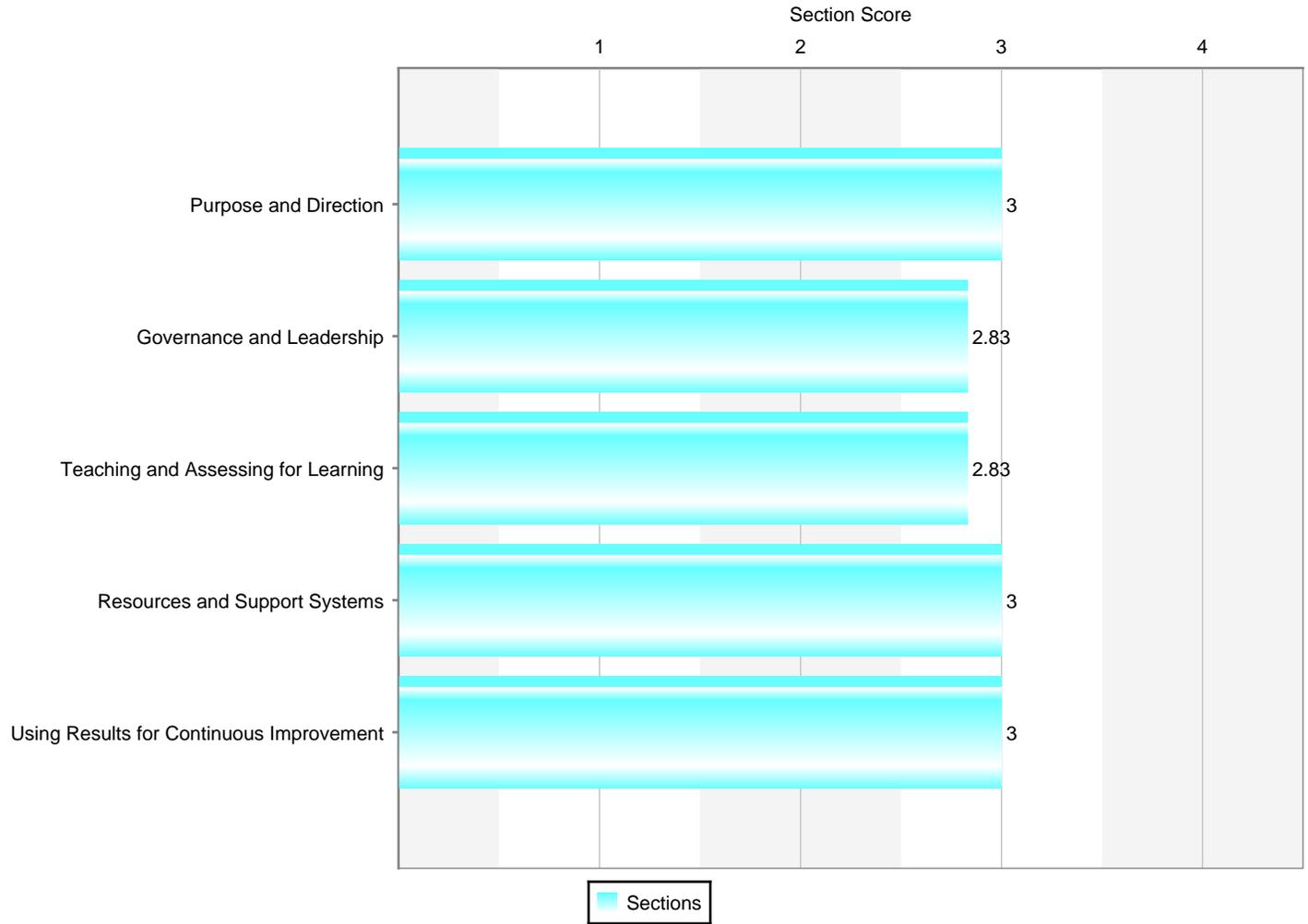
Although the system is improving, Professional Learning for data interpretation and implication for improving instruction and programming needs continues to be needed for specific teachers and schools. This indicator was rated as a 2 by the System Self-Assessment Team, with the acknowledgement that we are "moving in the right direction, but not there, yet."

**Plans to Improve Areas in Need of Improvement:**

School Improvement Plans and Professional Learning Plans highlight areas in need of improvement and steps to reach desired performance. Work with the Georgia Leadership Institute for School Improvement (we are planning to send our third cohort group next fall) will also train teacher leaders in the utilization of data teams and using multiple sources of data for interpretation and to ultimately, improve student achievement.

## Report Summary

### Scores By Section



# Stakeholder Feedback Diagnostic

## **Introduction**

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

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**Stakeholder Feedback Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	See attachment for complete survey results and stakeholder feedback.	System Stakeholder Feedback Data

## Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

## Areas of Notable Achievement

### Which area(s) indicate the overall highest level of satisfaction or approval?

Feedback survey data from all the schools was analyzed before, during, and even after the Self-Assessment Task Forces from each school, and then the system, met. Based on analysis of each school's survey results, the system combined ratings in order to compile results as a whole. Seven Indicators across all Standards were identified as scoring the highest among all surveyed groups from each school: Indicator 1 Standard 1 (Our school's purpose statement is clearly focused on student success.); Indicator 6 Standard 2 (Our school has high expectations for students in all classes.); Indicator 19 Standard 3 (My child knows the expectations for learning in all classes.); Indicator 29 Standard 4 (Our school provides opportunities for students to participate in activities that interest them.)

It is interesting to note that parents from all schools rated Indicator 1 Standard 1 (Our School's purpose statement is clearly focused on student success) as highest in that Standard. All Standards except for Standard 5 (Using Results for Continuous Improvement) were represented with high ratings in at least one indicator, system-wide. Standard 1 (Purpose and Direction) was rated highest among all stakeholders (parents, staff, and students) participating in the survey, indicating the overall highest level of satisfaction /approval.

### Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

While not rated quite as highly as the Indicators espousing highest levels of satisfaction, the following Standards and Indicators show trends toward increasing our stakeholder satisfaction: Indicator 32 Standard 5 (In our school, all staff members participate in continuous professional learning based on identified needs of the school.); Indicator 36 Standard 4 (Our school provides qualified staff members to support student learning.); and Indicator 47 Standard 5 (Our school uses multiple assessment measures to determine student learning and school performance.). Standard 5 was rated high for two Indicators which can actually be related, as much of our Professional Learning is now geared to the use, understanding, and interpretation of assessment data.

### Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

These AdvancED survey results were compared to other recent surveys conducted by the schools and system, as well as our last SACS Accreditation review. Since our last accreditation, the system has worked diligently to increase communication between stakeholders, and these endeavors appear to have improved. Results from a system-wide survey conducted in February, 2012 measuring a variety of areas (communication, discipline, climate, student expectations, and safety) were analyzed and compared to the results obtained on this AdvancED survey. Communication to parents was assessed as part of that 2012 survey, and 93% of the respondents (representing all schools) agreed that "My child's teacher clearly communicates in a timely manner how my child is progressing academically and behaviorally." Results from this survey were placed on the system web-site and were used as guidance for the development of the system Strategic Plan. Climate surveys taken by all school staff at the end of the last school year were deliberately designed to be related to named school administrators, so system conclusions could not be drawn. (However, the information from these Climate Surveys was used to guide administrators throughout this year in recognizing needs in the specific areas for improvement.) While it has been difficult to compare actual results across different surveys, our teams look forward to sending out the AdvancED surveys again at this time next year so that we may begin obtaining true trend data on which more decisions about system initiatives can be acquired.



## Areas in Need of Improvement

### Which area(s) indicate the overall lowest level of satisfaction or approval?

Our system's lowest scores fell on two Indicators: Indicator 2 Standard 1 (Our school's purpose statement is formally reviewed and revised with involvement from parents.) and Indicator 7 Standard 2 (Our school shares responsibility for student learning with its stakeholders.) These two lower-rated system indicators focus on sharing, reviewing, and revising our purpose statement and sharing responsibility for student learning with our stakeholders. It is interesting to note that our very highest indicator denotes knowledge of the focus of each school's purpose statement, while our very lowest indicator notes that the purpose statement, itself, is not often formally reviewed and revised with parent involvement! The key word in both of these indicators is agreed to be "sharing." While we agree that we are doing very well sharing instructional and curricular information about our students (on both a specific student level and on the school level), the system may not be sharing the expectation that all of our stakeholders are welcome to participate and review the system's more philosophical aspects of long-range/strategic planning.

### Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

When looked at as a system response from all stakeholders, Indicator 13 Standard 2 (Our school's leaders ensure all staff members use supervisory feedback to improve student learning.) is not too much of a surprise. Teacher supervision/evaluation is highly confidential and personal and in very few cases are our parents and student even aware of the feedback that comes out of strong supervision. Staff members rated this indicator higher than parents and staff in most cases because they are the benefits of the feedback. The system does not think that this trend toward decreasing stakeholder satisfaction will continue because of the implementation of Teacher Keys (TKES) as our state-wide evaluation system. A large portion of this new evaluation instrument includes a minimum of 4 walk-throughs by the school leader in each class, with typed feedback immediately given. The superintendent has encouraged each school leader to pair the required typed feedback with oral suggestions and/or positive remarks after each walkthrough.

### What are the implications for these stakeholder perceptions?

While the system has made great stride with communication to parents and stakeholders about information pertaining to budget, student success, challenges, and opportunities, as well as curriculum and instruction, it is clear that they also would like to be more involved in the pedagogical decisions, or at least to have more opportunities to review guiding instruments such as our Strategic Plan, School Improvement Plans, the teacher evaluation instrument (TKES), etc. While these opportunities are made public throughout the year, not everyone actually takes advantage of them. The system will continue to publicize through all media outlets when these occasions arise.

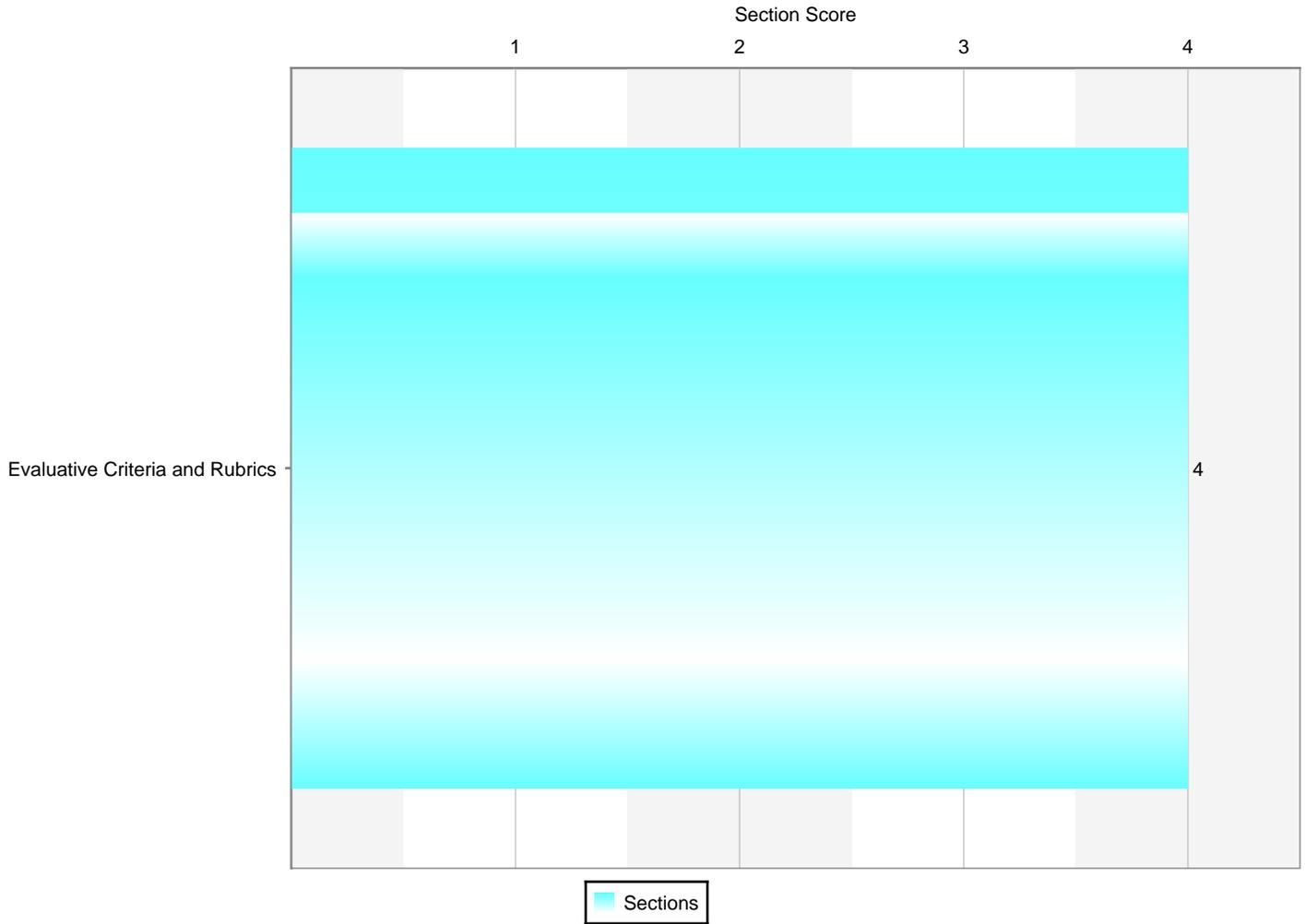
### Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

As always, communication is the key to stakeholder involvement, and because this has been a major emphasis for the system, it is consoling to know that communication about student learning and achievement is getting communicated well, but that some of the more finer facts going on in the school system (reviewing the purpose statement, knowing that teachers receive feedback from their supervisor or that responsibility for student learning is shared with stakeholders) is not conveyed as readily. The opportunity to review and revise the purpose

statement goes against what has actually happened - over 350 stakeholders attended our community Strategic Planning event and the media covered every major Strategic Planning session and covered it in the papers. New-to-the-System teachers and all staff have had presentations on the plan as it was developed and now every staff member in the school system has an abridged version of the Strategic Plan's "Non-Negotiables" written in color on tent cards for their desks.

## Report Summary

### Scores By Section



# Student Performance Diagnostic

## **Introduction**

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

## Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	The Student Performance Data document is attached. It includes standardized test results for all grades, with subgroup comparisons, as well as comparisons to school systems in our area and those systems that are similar to Morgan County. Trend analyses/interpretation by the system is also included.	System Student Performance Data Document

## Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

## Areas of Notable Achievement

### Which area(s) are above the expected levels of performance?

All 5 areas tested on the most current Criterion-Referenced Competency Test are above the expected level of performance for all grades (3-8).

Reading: 96% of all students met/exceeded expectations (grades 3-5); 99% met/exceeded (grades 6-8). State average: 93%.

ELA: 98% of all students in grades 3-5 and 96% in grades 6-8 met/exceeded expectations. State average: 93%. All subgroups were at or above the 93% level of achievement (grades 3-5) and all subgroups except SWDs were above the state average in grades 6-8.

Math: 92% of students in grades 3-5 met/exceeded expectations; 93% in grades 6-8. State average: 84%.

Social Studies: 93% students (grades 3-5) met expectations in Social Studies, with 89% grades 6-8. State average: 81%.

Science: 91% students (grades 3-5) met expectations in Science, 83% (grades 6-8) State average 79%.

End of Course Tests for all students meeting/exceeding expectations were above the state average in the areas of 9th Lit (93%/85%), Biology (82%/75%), and Physical Science (84%/83%).

Measures of Academic Progress (MAP) data used for grades K-2 show the following growth:

67% K students met/exceeded projected growth in math

52% K students met/exceeded projected growth in reading

67% 1st graders met/exceeded projected growth in math

71% 2nd graders met/exceeded projected growth in math

66% 2nd graders met/exceeded projected growth in reading

### Describe the area(s) that show a positive trend in performance.

CRCT: Reading, Math, and Social Studies have shown an increase in performance in the last five years in grades 6-8, while Reading, English Arts, and Science have increased in grades 3-5. Students with Disabilities (grades 3-5) moved from 76% in 2007 to 93% in 2013 in Reading and from 70% in 2009 to 95% in 2013 (grades 6-8). Science trends show improvement for grades 3-5 with 82% meeting/exceeding in 2007 to the current 91%. For grades 6-8, the percentage of all students exceeding in Math has grown from 22% in 2009 to 29% in 2013. There has been a 9% gain in Social Studies for all students (Meets/Exceeds) for grades 6-8 as well as a 9% increase in Science for grades 3-5.

In the "All Student" categories, all End of Course Tests showed gains (except for a 1% decrease in U.S. History). African Americans increased percentages in all content levels (except for a 3% decrease in U.S. History and stayed the same in Math II and Physical Science. Students with Disabilities improved or remained the same in every content area except Math I, where there was a significant decrease from 2012 to 2013.

Trend data has been difficult to obtain at the K-2nd grade level because of the elimination of standardized testing. The new norm-referenced MAP data will provide the primary school with longitudinal data from its three times a year administrations beginning in the Fall of this year.

**Which area(s) indicate the overall highest performance?**

English/Language Arts is the highest area of performance in 2013 for grades 3-5 with 98% of all students meeting or exceeding standards. Subgroup performance in this area was also high: African-American 93%, Hispanic 100%, and Students with Disabilities 93%. A total of 46% of all students exceeded standards in the areas of English/Language Arts and Math, with 51% of all students in grades 3-5 exceeding standards in the area of Reading.

Reading, English/Language Arts, and Math are the areas of highest performance for grades 6-8 in 2013, with 99% of all students meeting or exceeding Standards in Reading, 96% in ELA, and 93% in Math. These three subtests also were the highest three areas for all subgroups in grades 6-8. Over half (53%) of all students exceeded Standards in Social Studies.

The Ninth Grade Literature End of Course Test reached an all-time high for Morgan County, with 93% of all students meeting/exceeding Standards (and 54% exceeding Standards). Physical Science, Economics, and American Literature also reached all-time highs in the Exceeding category for all students in 2013.

MAP testing this year revealed that MCPS students met or exceeded their projected growth target the most in the area of Math (67% Kindergarten, 67% 1st grade, and 71% 2nd grade), with the highest domains noted in Geometry for all grades, in addition to Foundational Skills, vocabulary and Functions in the 2nd grade.

**Which subgroup(s) show a trend toward increasing performance?**

African-Americans show a trend toward increasing subgroup performance in the areas of Reading, ELA, and Science in grades 3-5, with the largest increase noted in Science. The Students with Disabilities subgroup in grades 3-5 increased performance in these same three areas, with the biggest increase in ELA. For grades 6-8 the subgroups that showed a trend toward increasing performance in all academic areas were Asian (though not a statistical subgroup category for AYP), African-American, Hispanic, and Students with Disabilities. Multi-racial students increased in the areas of Math and Science while remaining constant in ELA and Reading.

Longitudinal subgroup analysis over five years revealed significant gains for all subgroups, especially our Students with Disabilities on the Georgia High School Writing Test. The Economically Disadvantaged, African-American, and Students with Disabilities subgroups showed gains in every tested area (math not included for longitudinal studies since different math courses were given at different years) since 2010 on the End of Course Tests, with the greatest gain noted in Physical Science for all subgroups.

Grades K-2nd do not have trend data for norm-referenced testing at this time based on cuts from the Georgia Department of Education. MAP data does supply subgroup data and will be used from 2013 forward.

**Between which subgroups is the achievement gap closing?**

Grades 3-5: The achievement gap is closing between the African-American subgroup when compared to All Students since 2007 in the areas of Reading and Science. The gap has remained the same for this group in ELA and is closing in the area of Science (from 22% in 2007 to 15 points in 2013). The gap has also improved in the Students with Disabilities when compared to All Students. The Reading achievement gap is now at only 3% and the ELA gap is just 5 points in 2013. The Math gap for this group stands at 10 points, with Science at 15 points.

Grades 6-8: The achievement gap is closing between the African-American subgroup when compared to All Student in the last five years. The gap between Students with Disabilities and All Students has also improved, with the largest decrease in Math (22%).

End of Course Tests: The Students with Disabilities subgroup have the widest achievement gap in Biology but are closing the gap in Economics and Physical Science (32% and 33%). African-American students are slowly closing the gap in all subjects (math not included

because of the difference in courses/tests) except for Economics, with the gap decreasing the most in American Literature.

There is no standardized subgroup gap performance data to report for grades K-2nd because of the elimination of state testing.

**Which of the above reported findings are consistent with findings from other data sources?**

Data from CRCT in grades 3-8 is consistent with student performance on the state-mandated 5th and 8th grade writing assessments where all students have seen improvement and more students are continuing to earn scores exceeding the Standard. All students in grades 3-5 showed improvement, with 87% receiving a passing score in 2013. CRCT scores for grades 3-5 have also been found to be consistent with recently administered MAP testing (August and December, 2013) in Reading and English/Language Arts (mean scores on these subtests were within a few tenths from the national mean score) and ELA was the highest subtest on the CRCT for grades 3-5 in the Spring of 2013. MAP testing also showed that Math for each grade level (3-5) was 3-4 points behind the national mean score. MAP testing for grades 6-8 (although below the mean in some tested areas) do indicate student progress and show that the achievement gap for subgroups is closing, as does the CRCT.

End of Course Test data in the areas of English/Language Arts and American Literature are the highest tested areas for our students taking the EOCT. These score are consistent with MAP findings for the ninth graders who took the End Of Course Test in the Spring of 2013 and the MAP Reading assessment in August and December for the tenth graders (same group one school year later). Math End of Test Scores for 2013 was at 43% for all ninth graders which is consistent with MAP scores for this same group as tenth graders (50% in the Fall test).

## Areas in Need of Improvement

### Which area(s) are below the expected levels of performance?

For grades 3-5, CRCT Mathematics and Science were the lowest performing subjects for the All Students group, although both of these areas exceeded the state average by several percentage points. Our African-American subgroup scored just one percent lower than the state average in Math (83%) while our Students with Disabilities (SWDs) scored at the 82% level. In the area of Science, 91% of All Students met or exceeded expectations, which is a low area for us, but still 91% of all students met or exceeded expectations, while African-American and Students with Disabilities subgroups both scored at the 76% level (3 points from the state average for all students (at 79%). For grades 6-8, CRCT Science and Social Studies were found to be the lowest performing areas, however, both of these content areas exceeded the state average by several percentage points (Science exceeded the state average by 4%). All of our subgroups for grades 6-8 (except for Asian, which is not statistically significant) and White) scored below the state average for All Students in Science. Social Studies for All Students was a relatively low performing content area subtest, however, we still met or exceeded the state average by 8%. As with Science, our African-American and Students with Disabilities both scored below the state average in Social Studies.

For grades 9-12, Coordinate Algebra in 2013 was our lowest performing area for All Students (43% meeting or exceeding Standards, although this number is above the state average of 37%) with only 20% African-Americans and 5% meeting or exceeding Standards). The next lowest performing area was in Economics, with All Students scoring in the Meets/Exceeds levels at the 63% level (state average was 79%). Both African-American and Students with Disabilities scored significantly below state average at 33%.

### Describe the area(s) that show a negative trend in performance.

For grades 3-5, CRCT Math and Social Studies have seen a slight decrease in performance. Math scores have fluctuated since a high of 95% meets/exceeds Standards in 2007 to our 2013 score of 92% for All Students. Our African-American subgroup decreased from 87% (2007) to 83% (2013). The area of Social Studies has remained relatively flat (94% of All Students meeting/exceeding in 2007; 93% in 2013). Our African-American subgroup subgroup has decreased from 88% in 2007 to 83% in 2013.

For grades 6-8, CRCT, every subgroup except the Multi-Racial group (decreasing in Science from 100% in 2009 to 89% in 2013) has shown growth in all content areas in the last five years. While Science has not shown a negative trend, this area has not improved significantly over the last several years. It should also be noted that English/Language Arts and Science have been trending down in recent years for the number of students exceeding Standards.

For grades 9-12, Coordinate Algebra (formerly Math 1) has shown a negative trend in performance (from percentages in the 60's since 2009 to a low of 43% for all students meeting/exceeding Standards. This trend should be perceived with caution, however, since 2031 was the first year for this Math End Of Course Test in Coordinate Georgia for the state. And it should be noted that the state average last year for this course was only 47%). Our subgroups also trended negatively on this test. Students with Disabilities trended down negatively slightly on the Georgia High School Writing Test (from 72% in 2011 to 61% in 2012 to 59% in 2013). African-American scores on this test for meeting/exceeding Standards (85%) remained the same for 2012 and 2013; however, in 2011 they were at a high of 92%.

### Which area(s) indicate the overall lowest performance?

In grades 3-5, CRCT Science was the area with the lowest area of performance in 2013 with 91% of All Students meeting/exceeding Standards (however, the state average is 79%). Our African American subgroup scored 76%, Hispanic subgroup scored 95%, and Students with Disabilities scored 76% (barely missing the state average for All Students). However, when looking at the "Exceeds Standards" level, a total of 47% of All Students exceeded Standards in Science and only 43% of the All Students group exceeded Standards in the area of Social Studies (lowest academic area for "exceeds" percentage).

Science was also the lowest CRCT subtest area for 2013 for grades 6-8, with 83% of All Students meeting or exceeding Standards. In 2013, Science was the lowest performance area for all subgroups, as well.

The lowest area for grades 9-12 based on End of Course Test scores was Coordinate Algebra, with a 43% score for all students meeting/exceeding Standards (which is still above the state Standard). In 2012, this area (then called Math I), was in the bottom half of courses tested, but not as low as Math II (now called Analytic Geometry) or Economics.

**Which subgroup(s) show a trend toward decreasing performance?**

In grades 3-5, our African-American subgroup shows a trend toward decreased performance in the area of CRCT Math, with a decline of 4 points from 2007 to present testing in 2013. There has been a 5 point decrease since 2007 in Social Studies. Our Students with Disabilities subgroup also saw a decrease in Social Studies (6 points) this past year. In grades 6-8, the only subgroup showing a trend toward decreasing performance was the Multi-Racial subgroup in Science, decreasing from a high of 100% in 2009 to 89% in 2013.

For grades 9-12, the African-American and Students with Disabilities subgroups showed a slight trend toward decreasing performance in Coordinate Algebra (Math I) - from a high of 51% meeting/exceeding Standards in 2011 to a low of 20% in 2013.

**Between which subgroups is the achievement gap becoming greater?**

In grades 3-5, the achievement gap has increased for the African-American subgroup compared to All Students since 2007 in the areas of CRCT Math and Social Studies. The achievement gap in Math was 8 points in 2007 and has increased slightly to 9 points in 2013. In the content area of Social Studies, the achievement gap was 6 points in 2007 and 10 points in 2013. The achievement gap has also increased for the Students with Disabilities subgroup when compared to all students in the area of Social Studies (with a gap of 4 points in 2007 and 9 points in 2013).

The achievement gap on CRCT-tested areas has not become greater in any subgroups between 2009 and 2013 in grades 6-8.

End of Course Test results from 2010-2013 show slightly wider achievement gaps between African-American subgroups in the areas of Economics (4 points increase) and Coordinate Algebra/Math I (2 points). Students with Disabilities reveal wider gaps in American Literature (29 points), U.S. History (21 points), Physical Science (17 points), Biology (6 points), and Analytic Geometry (10 points). The Georgia High School Writing Test showed a 4 point wider gap in 2013 than in 2010.

**Which of the above reported findings are consistent with findings from other data sources?**

For grades 3-5, the data is consistent with student performance on the state mandated 5th grade assessment (with all students showing improvement - 87% of our students receiving a passing score in 2013). The data is also consistent with the most recently MAP (Measures of Academic Progress) assessment in August, 2013. These results revealed that this school's Reading and English/Language Arts mean

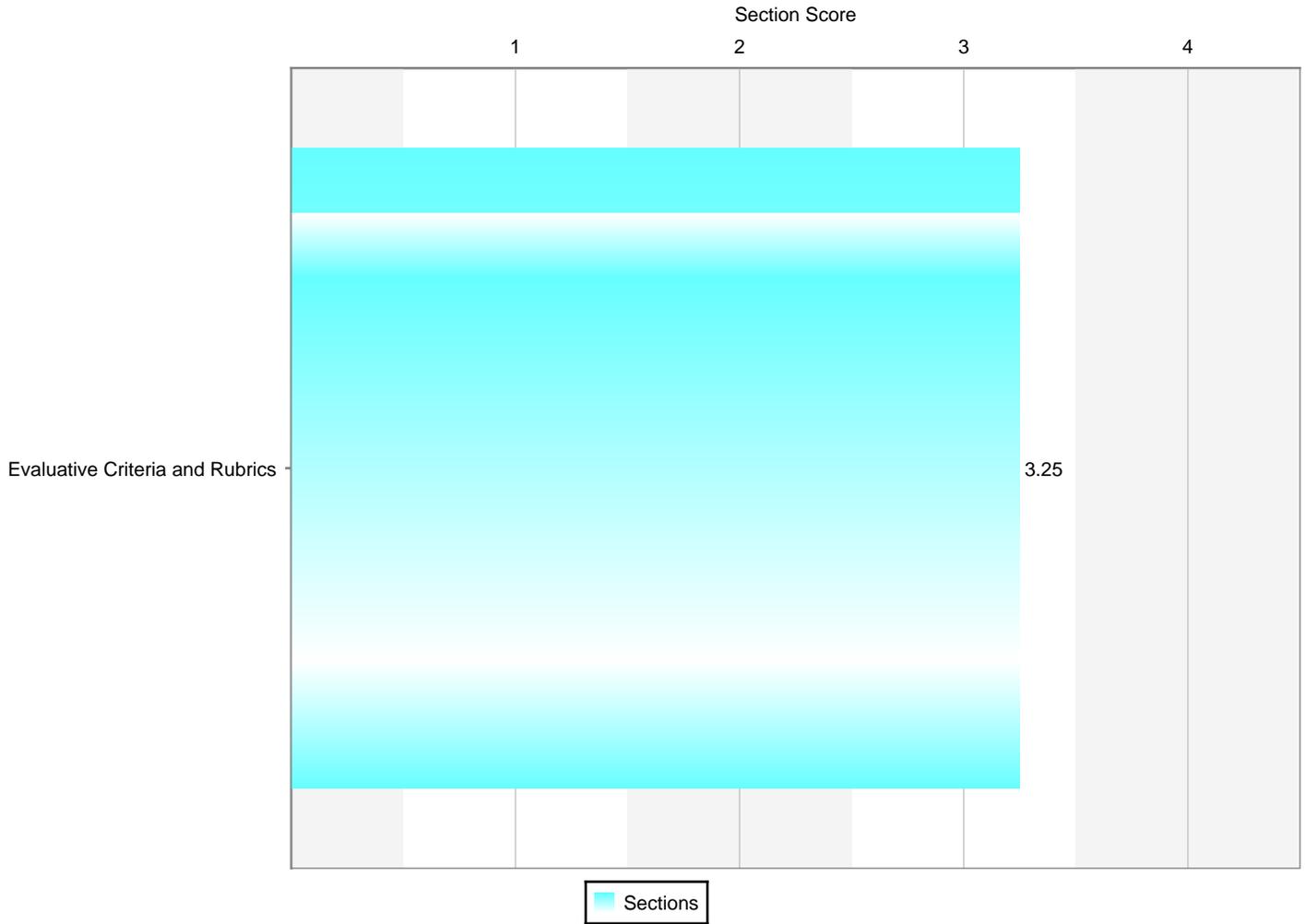
scores were within a few tenths of the national mean score. In Mathematics, the results from MAP testing showed that each grade level was 3-4 points behind the national mean score. Subgroup comparison scores on the MAP will be compared to CRCT scores in Reading, English/Language Arts, and Math as more data is statistically relevant (baseline only recently established).

For grades 6-8, the data is also consistent with student performance on the state mandated 8th grade writing assessment (where all students have shown improvement and more students are earning scores that exceed the Standard. CRCT scores are also consistent with MAP score from the Winter assessment. Although scores in Reading, English/Language Arts, and Math are below the national norm in some areas, MAP scores do indicate progress from initial testing to current mid-year testing (from August 2013-December 2013) and indicate that the achievement gap is closing for subgroups.

MAP scores will be broken down by subgroups that will give the system the ability to compare End of Course Test scores in Reading, English/Language Arts, and Mathematics to MAP data. Lexile data will also be broken down into subgroups which will aid in comparisons for all schools.

## Report Summary

### Scores By Section



# AdvancED Assurances

## **Introduction**

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

## AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes	Each principal and system facilitator read, asked, and answered questions related to AdvancED Policies and Procedures as a large group in our second AdvancED meeting.	

Label	Assurance	Response	Comment	Attachment
2.	<p>The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to:</p> <ul style="list-style-type: none"> <li>- Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction</li> <li>- Mission and purpose of the institution</li> <li>- Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership</li> <li>- Grade levels served by the institution</li> <li>- Staffing, including administrative and other non-teaching professionals personnel</li> <li>- Available facilities, including upkeep and maintenance</li> <li>- Level of funding</li> <li>- School day or school year</li> <li>- Establishment of an additional location geographically apart from the main campus</li> <li>- Student population that causes program or staffing modification(s)</li> <li>- Available programs, including fine arts, practical arts and student activities</li> </ul>	Yes	The school system was forced to institute a modified academic calendar this year because of budget cuts necessitating a decrease of 5 student days (from 180-175) and ten teacher days (from 190-180).	

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes	All schools have security and crisis management plans which are reviewed with the Georgia Emergency Management Agency (GEMA). All schools and the system are working with our GEMA representative this year to fine-tune procedures for emergency situations.	

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes	No audit exceptions in most recent audit.	

**Accreditation Report**

Morgan County Schools

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes	Each school's School Improvement Plans are attached to their individual AdvancED reports and are attached as evidence for several Standards/Indicators on the Self-Assessment.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
6.	The system verifies that all institutions within its jurisdiction meet the AdvancED Standards for Schools. Attach a description of the quality assurance process used to monitor the institutions.	Yes	All of our schools, as well as the school system constantly undergo quality assurance practices to monitor our progress and outcomes. In addition to the more formal processes for assuring quality described in the attachment, our Teachers' Advisory Council, comprised of teachers and staff from all schools, provides a "pulse check" to the superintendent during their meetings so he will be able to monitor quality at all levels.	Quality Assurances